



BELGIUM-FILMS REVIEW



TITLE:...Ben X **DIRECTOR:**.....Nic Balthazar **COUNTRY:** Belgium

TYPE OF FILM AND BASIC PLOT: Which are the main characters in the FILM? Which are the situations they face?

The main character is Ben, a 17-year-old autistic boy who suffers bullying at school. Ben is different. He lives in his own universe, which mainly consists out of his favourite online computer game, *Archlord*. He's constantly trying hard to train himself for "the real world" he lives in. The harsh world of a technical school is for him a daily kind of hell and drives him to extremes.

Other main characters are the parents of Ben. His mother is a strong women who always fights for her son, despite the fact that she doesn't seem to be able to get through to him. She never receives a single sign of affection from her oldest son. His father is a man beaten by life. He's the man who couldn't cope. With his marriage. With his son.

Scarlite is Bens chat-girlfriend with whom he has been playing for a long time in the virtual world of "Archlord". She's a mistery for his environment, but the great love of Ben

Bogaert en Desmet are the enemies of Ben, the big bullies from his class. They make Bens life a real hell.

This film was inspired by the true story of a boy with autism who committed suicide because of bullying.

How do the different characters deal with the issues of bullying, isolation, discrimination or violence?



Ben: To escape his harsh reality, he turns to a virtual world by playing an online game, *ArchLord*.

Scarlite: When Ben talks to her about the fact that he is ready for his “endgame” (suicide) she sends him a video message and asks him to meet in real life. She wants to save him.

Bullies: they humiliate Ben constantly, for example put him on a table at school, pull his pants down and record it with their phones. They put the video on internet and make fun of him all the time.

Parents: they try to help their son with his plan to take revenge on the bullies by faking his own suicide.

Describe different emotions people felt.

Ben: fear, stress, shame, frustration, ...

Scarlite: empathy , concerned, ...

Mother: sadness, concerned, anger, ...

Why did you choose this film to represent your country? What made you like it so much?

The movie is almost 10 years old but is still very actual because of the autism-theme, the online games, the cyberbullying,.. It perfectly fits in the Erasmus + project! It's a very shocking We did also chose it because it's a Flemish movie from a Flemish director and writer.



BULGARIA- FILMS REVIEW

TITLE: The Fatal Comma /1979/ **DIRECTOR:** Lilyana Pencheva **COYNTRY:** Bulgaria

TYPE OF FILM AND BASIC PLOT: Which are the main characters in the FILM? Which are the situations they face?

The film presents the relationships between a number of high school students. /the film was shot in Varna/. The main characters are Silvia and Ventsi. They are close friends and Ventsi shows some deeper feelings towards her. Silvia is the best student in their class. She really works hard and she is encouraged ardently by her mother to get excellent grades. Silvia is a bit arrogant. Ventsi is a good athlete and he is highly respected by his classmates.

The Giraffe, who has this nickname because of his height, is one of their classmates. He always has plenty of money and often boasts with his father's shiny car. The Giraffe bullies a boy called Zhivko. He is a modest boy whose father has recently been accused of misuse at work. The Giraffe throws out hints about this every possible time. He also teases Zhivko because he is always short of money and is ready to work after school in order to earn some. Once the Giraffe bets that Zhivko will not be able to swim to a rock and back to the beach in the cold sea. The bet is for 10 levs and after Zhivko completes it the Giraffe questions it although the whole thing was witnessed by some classmates. Finally the Giraffe throws the money to him but Zhivko is too proud to take it.

One day Silvia does not feel quite ready for her Maths class so she plays truant and misses this lesson. As a result she is marked absent. The next day she comes across their class register and she puts a comma between 1 and 9 /she is written under number 19 in the register/. Thus it appears that Zhivko and another boy are marked absent. According to the school rules they are punished as it is their fifth absence from a lesson. Zhivko is broken-hearted.

How do the different characters deal with the issues of bullying, isolation, discrimination or violence?

It is strange for all students that the two numbers are written too close to each other. Everybody suspects Silvia. Ventsi announces that he put the comma but the doubts stay. One night Zhivko paints white commas all over Silvia's father's car. Later, in the police station, Silvia admits everything and Zhivko is freed from guilt.



Ventsi does not have the same feelings towards Silvia.

Describe different emotions people felt.

The film various feelings – a feeling of sympathy towards Zhivko, a feeling of intolerance and anger towards the Giraffe, a feeling of understanding towards Ventsi and a feeling of reproach towards Silvia.

Why did you choose this film to represent your country? What made you like it so much?

We chose this film because the action is set in Varna and it shows different types of relationships among the students in one class. Although it was shot in 1979 we can see things concerning attitudes haven't changed a lot in our classrooms.



FINLAND- FILMS REVIEW

TITLE: Lärjungen (The Disciple) 2013 **DIRECTOR:** Ulrika Bengts

COUNTRY: Finland

LANGUAGE: Swedish

(English subtitles)



TYPE OF FILM AND BASIC PLOT: Which are the main characters in the FILM? Which are the situations they face?

The film is a psychological thriller set in 1939 on a small island in the Finnish archipelago. On the island is a lighthouse and the entire film is set on that island.

When the story starts Karl, an orphanage boy, arrives on the island as an assistant to the lighthouse master Vilhelm Hasselbond. Karl Berg is arguably the main character as it all revolves around him. He was badly treated at the orphanage and is traumatized by this and wants a life anywhere else. His dream is to become the lighthouse master.

Gustaf is the son of the lighthouse master. His dream is to become a captain/sailor like his older brother Elof. He is quite talented at it all, but his father thinks he is useless and bullies him around.

Vilhelm Hasselbond is a cruel man. He bullies his wife and children and uses violence to punish them. This is the main conflict of the movie: how much can he push around the other characters to get them to do what he wants them to do?

How do the different characters deal with the issues of bullying, isolation, discrimination or



violence?

Lighthouse master Hasselbond terrorises everyone around him and demands total obedience from everyone. Karl and Gustav start off as friends but little by little the rivalry between them grows as both of them want to impress Hasselbond. They keep a stiff upper lip when bullied, until the climax of the story towards the end of the film.

Describe different emotions people felt.

When you start watching the film, you discover the characters' relationships in the same way that Karl discovers them. At first, you notice that lighthouse master Hasselbond is respected by the others. They never question him in the beginning. Later on in the film, you notice that they all fear and hate him because of how aggressive and mean he is. He verbally and physically abuses everyone around him.

Why did you choose this film to represent your country? What made you like it so much?

The film was a very good story about bullying in families. We don't think that the film should really be watched as entertainment because it doesn't make you happy in any way. It is much better watched as an educational movie.

Reviewed by class 9D at Botby grundskola



GERMANY- FILMS REVIEW



TITLE: Chatgeflüster **DIRECTOR :** project by german public broadcasting service

COUNTRY : Germany

TYPE OF FILM AND BASIC PLOT: Which are the main characters in the film? Which are the situations they face?

Plot : 14-year old Julia meets Max in an online chatroom. She trusts him rightaway, as she believes him to be the boy he describes himself to be. When he doesn't give her much personal information about himself, she starts doubting him. Even though she asks him many times, he doesn't leave her alone and keeps sending her flowers and gifts and calling her. She tells two friends and a police man and after a dangerous police chase he is caught and taken into custody.

How do the different characters deal with the issues of bullying, isolation, discrimination or violence?

Julia thinks she can handle the situation at the beginning, but when it turns out that she cannot, she gets scared. She does isolate herself for some time, but then decides to tell two close friends who then contact the police for help.



Describe different emotions people felt.

Slight fear, feeling like something is wrong. As the story develops, Julia starts feeling helplessness, which isolates her → Loneliness

Anger, because she is a strong girl and still can't change the situation on her own.

Why did you choose this film to represent your country? What made you like it so much? How did you feel after viewing the film?

The film isn't narrating a usual bullying story. It shows how dangerous the internet can be in a different way. It also describes the possible misuse of online acts. You can learn how the things we do online can threaten us in real life. Max, the online stalker, is portrayed in a very dark and scary way which makes the topic much more impressive



GREECE- FILMS REVIEW

TITLE: Because of Winn-Dixie (2005)

DIRECTOR: W.Wang

COYNTRY: USA



TYPE OF FILM AND BASIC PLOT: Which are the main characters in the FILM? Which are the situations they face?

The film tells the story of Opal, a lonely 10 year old girl who lives with her father, preacher, and they relocate to a small town. She persuades him to keep a dog she saves and this helps her forget her sorrow deriving from her mother's abandonment. Both father and daughter find it difficult to adapt in a pretty conservative town whose inhabitants don't seem to accept newcomers and new ideas so much.

How do the different characters deal with the issues of bullying, isolation, discrimination or violence?

The film is more about loneliness and difficulty in assimilation in conservative communities. Opal is not severely bullied, apart from minor incidents with two boys. However she, her father and other people in the town (a young musician, a blind black woman, an old lady) feel excluded because they are different. Opal and her father also suffer from a "bully" old man. Opal copes in the best way because she doesn't lose her kindness and optimism. She influences everybody and brings the whole community round to her way of thinking and beautiful world.

Describe different emotions people felt.

The people felt isolation, embarrassment, anxiety, sorrow, anger, curiosity, nostalgia but also peace, kindness, joy, patience, repent, perseverance and love

Why did you choose this film to represent your country? What made you like it so much?

We felt understanding, sympathy for Opal's difficulties and loneliness and pure joy when we



saw how well she managed with her positivity as her sole weapon.

We chose the film because it was different. We wanted to show a non-commercial film with ideas about how a young person can overcome social discrimination, which is an extended form of bullying. It was also fun and light-hearted.

“In a better world”, (2010, Danish film, Danish title: Hævnen)

The film is set in Denmark and a country of Africa. The stories of two families cross when their children, Christian and Elias, meet at school and the former saves the latter from a bullying incident, which results with Elias being a very loyal friend to Christian. However, Christian suffers from the loss of his mother which has transformed sorrow to profound anger and the two boys get involved in a very risky and illegal action. In the meanwhile, Elias father is a doctor offering his service in an African country, torn down by civil fights and oppressive, undemocratic and brutal leaders, where the topic of violence and fear serves as an extension to the topic of school bullying and other deeds of everyday violence among civilians in a progressive society. Different reactions of different people characterize the whole film, giving food for thought to issues of power, unjust done to powerless people, fear, bullying, revenge and justice done rightfully.

The students of 3rd grade junior High School of Thrakomakedones, liked the film, although they resented the violent scenes and were pretty shocked by the blood scenes in the “hospital” under the African tent and sun. They were able to discern the issue of imbalance of power and how bullying can take place in that context. They also defined war as a “universal example of bullying”. They identified both with the victim and the by-stander and friend Christian, although it was clear to them that the 2 boys were carried away and involved into criminal actions.

The film was recommended by the majority of the students in their worksheets.



Olive Twist, 2005, drama.

- Based on the 1838 novel of the same title by Charles Dickens, the film is about a young orphan, Oliver, who, after being poorly treated and having run away from the workhouse where he lived, went to London where he encountered Jack Dawkins, the Artful Dodger, a boy thief that makes him join Fagin's gang.

The whole movie is absolutely fascinating, with well-built characters and a great revival of 19th century London, convincing settings and sophisticated costumes.

As to the themes, it refers to eternal phenomena like injustice, cruelty, exploitation but also justice, humanness and kindness. We could say that it gives us a thorough idea of what bullying can mean, outside the walls of a school community...

Anonymous

- It was a realistic film which I liked a lot, especially because it would give a lot of information about the 19th century in England.

Kostantinos

- For me, the best part was when the girl decided to help Oliver and went to the rich man's house to apologise and defend Oliver's innocence. I also learnt that there are people who help while others don't. So, I suppose we should count on the former in cases of bullying. Or not? Because many times I see that witnesses do not get involved.

Alex

- It made me consider more how several people, especially the victims of racism, can be affected by people of their background with racist attitudes. I also reckon as especially thrilling and touching the fact that Oliver adapted his behavior to the social groups he joined. However, this did not influence him totally, he met different people, some of which treated him brutally but his character remained stable and he did not fall back on offensive behavior. I find this a great message for victims of bullying, too!

Valentini



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- Fagin’s manipulation and exploitation of children, the abusive treatment of children at the orphanage and Nancy’s revengeful murder were very hard moments of the film. I liked justice paid when Bill Syhes was hung. I also liked it when Oliver gave a farewell to Fagin in prison. I think it was a goodbye to his dark past.

Naphsika

- I liked the characters of the film. The atmosphere was so realistic that in some scenes I felt really anxious, virtually at the edge of my seat. One of them was when Oliver was kidnapped by a criminal.

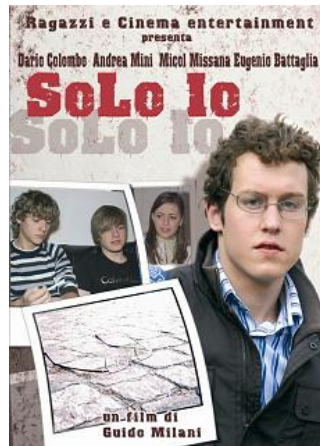
Nick

- The main reason why I liked this movie is that it proves that the spirit of innocence and kindness manages to win over all the adverse occasions and finally defeat evil. It is an eternal message, which of course applies to bullying, as well.

Penelope



ITALY- FILM REVIEW



TITLE: Solo io **DIRECTOR:** Guido Milani **COUNTRY:** 2008 Italy Ragazzi and Cinema entertainment

TYPE OF FILM AND BASIC PLOT: Which are the main characters in the FILM? Which are the situations they face? How do the different characters deal with the issues of bullying, isolation, discrimination or violence?

Marco is 19 years old. During a radio show he tells his story; that leads him back in time when he was about to start high school. He wanted to meet new friends and know many people, day by day he realized that anyone considered him, and very soon he became the victim of teasing and humiliating actions by arrogant students, that named him "Flu Flu", such as to say a poor beggar, to exclude and mock. Month after month, the teasing turned into shoving, then in barrels. No one - first of all his family - defended him: for everybody, the only real problem is that he wasn't able to fit into a group and make new friends. The more time goes by, the more Mark lives in loneliness and indifference, his suffering was bigger and bigger and he began to meditate suicide

Why did you choose this film to represent your country? What made you like it so much?

The film was made in collaboration with the association "SOS Bullying", founded by Marco Cappelletti, whose story the film is inspired .



POLAND- FILMS REVIEW

TITLE: Like Stars on Earth (Taare Zameen Par) **DIRECTOR:** Aamir Khan **COUNTRY:** India

TYPE OF FILM AND BASIC PLOT: Which are the main characters in the film? Which are the situations they face?

Ishaan is the main character of the film. His whole life is not dominated by books, home assignments, sport and other things typical of kids at his age. He can't read or count. He is much more interested in the things which surround him and inspire him. Neither teachers nor his parents pay attention to his problems.

How do the different characters deal with the issues of bullying, isolation, discrimination or violence?

The boy is rejected and bullied at school. He can't stand the peer pressure and, as a result, he stops attending school. Once a new teacher appears at school, the boy makes friends with him. Amir is trying to understand the boy. This attitude gives us hope that there are still people there who understand and care, ones who are not indifferent to the well being of others.

Describe different emotions people felt.

Being bullied, Ishaan felt different and lonely. However, once he befriended the teacher, his life changed for the better. He gets to know new friends. Everybody treats him as someone special.

Why did you choose this film to represent your country? What made you like it so much? How did you feel after viewing the film?

In my opinion the film shows what disabled children may experience in society. The film proves that every child is different and should be treated with respect and empathy.



ROMANIA- FILMS REVIEW



If I Want to Whistle, I Whistle

This movie is about a boy named Silviu, who was in prison. Two weeks before he is released, he was visited by his brother who said that their mother arrived home and she wanted take him to Italy.

Because Silviu wanted to see who brought his brother to visit, he went out of the prison, he was caught and beaten by the guards. Silviu met a girl named Ana who was doing her practical stage at the penitentiary and he fell in love with her. Silviu refused to answer some questions and he hit the man who was interviewing him. The guard was called and Silviu beat him too until he fell to the floor. Silviu told everybody to get out of the room.

Silviu took Ana as his hostage and menaced to kill her unless his mother comes to talk to him. After his mother promised Silviu not to take his brother abroad, Silviu managed to run away with Ana. They went to a cafe. After they sat in silence for about five minutes, Silviu surrendered to the police.

We chose to recommend this film because we consider it reflects very well the social conditions of many people nowadays, youngsters especially. They live real dramatic situations when they cannot find a job, their families break apart, they don't feel loved and have no financial resources; thus, most of the times the young turn into delinquents, violent people, outlaws.

This film successfully represented Romania in various international film competitions, it was awarded numerous prizes, being short-listed for the Oscar award.



SPAIN- FILMS REVIEW



TITLE: Cobardes (2008) **DIRECTOR** José Corbacho and Juan Cruz

COUNTRY: SPAIN

TYPE OF FILM AND BASIC PLOT: Which are the main characters in the FILM? Which are the situations they face?

Gaby is a boy of fourteen who is afraid to go to school. His fear is caused by Guille, a classmate that is afraid of disappointing his father. But parents of Gaby and Guille also are afraid. Joaquín, Gaby's father, is afraid of losing his job, and Merche, his mother, fears that her family become apart. Guillermo, Guille 's father, is afraid of the power that surrounds him and Magda, his mother, is afraid of not knowing her own son . And then there is Silverio, the pizza restaurant owner, who fears nothing.

How do the different characters deal with the issues of bullying, isolation, discrimination or violence?

- Victim and bully students:

Gaby is the boy who has been bullied. At the beginning of the film, he was shy, but in the end he becomes brave. Guille, was the boy who did bullying to Gavy. At the beginning he had many friends, but in the end he was alone, without friends. He didn't have heart because he stole Gaby's mobile phones, he nearly killed Gaby, and he was always lying to his parents.

- Victim's best girlfriend:

Carla was the girlfriend of Gaby. She was very kind and she had a heart of gold, because when she saw that Guille was doing bullying to Gavy, she want to talk with him, to help.



She decided to start going out with him and be his girlfriend. At the end of the film they broke up.

- Parents and sister:

The mother of Gaby had been very understanding with her son, she had always been by his side. On the other hand, Gavy's dad, had been very demanding at the beginning of the film, but then he become more lovely. Gavy's sister is very innocent, but she loves her brother a lot.

- Friends or other students (new students at the end of film):

They just follow their leader (Gaby) and are all the time recording films on their mobile phones. The other students do nothing to stop the bullying.

Describe different emotions people felt.

- Anger: the bullies, in order to do what they do.
- Powerlessness: The bullied students think they cannot do anything.
- Fear: It appears in many cases, when the characters feel they cannot control their lives.
- Power over people: When students feel stronger than others to hide their own problems.

Why did you choose this book to represent your country? What made you like it so much?

- The vocabulary is very familiar and close to youngsters.
- It's very realistic.
- Shows the relationships of different type of families.

It is remarkable that at the end of the film the bullied becomes bully himself.



TURKEY- FILMS REVIEW

TITLE: Stop Violence **DIRECTOR:**Ministry of Education

COYNTRY: TURKEY

TYPE OF FILM AND BASIC PLOT: Which are the main characters in the FILM? Which are the situations they face?

It is educational film about bullying at school. In the film, It is aimed at turning the face of the students from violent to social activities and making them enjoy the life.

How do the different characters deal with the issues of bullying, isolation, discrimination or violence?

By taking part in different social activities, the students get rid of violent.

Describe different emotions people felt.

It gives you positive feelings and encourages you to be a part of social activities.

Why did you choose this film to represent your country? What made you like it so much?

It is produced by the Ministry of education. It is short but it explains everything very well.